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| **Our Lady and St Edward’s – National Curriculum Expectations for Music** | | | |  |
| **EYFS** | | | | |
| The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this section of the progression document is to help the whole school to understand how the skills taught across EYFS feed into national curriculum subjects.  The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework (2021) and the Development Matters (2020) age ranges for Three and Four-Year-Olds and Reception to match the programme of study for Music  The most relevant statements for Music are taken from the following areas of learning:   * Communication and Language * Physical Development * Expressive Arts and Design | | | | |
| **Development Matters**  3 and 4 Year Olds | Communication and Language | | * Sing a large repertoire of songs. | |
| Physical Development | | * Use large-muscle movements to wave flags and streamers, paint and make marks. | |
| Expressive Arts and Design | | * Listen with increased attention to sounds. * Respond to what they have heard, expressing their thoughts and feelings. * Remember and sing entire songs. * Sing the pitch of a tone sung by another person (‘pitch match’). * Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. * Create their own songs, or improvise a song around one they know. * Play instruments with increasing control to express their feelings and ideas. | |
| **Development Matters**  Reception | Communication and Language | | * Listen carefully to rhymes and songs, paying attention to how they sound. * Learn rhymes, poems and songs. | |
| Physical Development | | * Combine different movements with ease and fluency. | |
| Expressive Arts and Design | | * Explore, use and refine a variety of artistic effects to express their ideas and feelings. * Return to and build on their previous learning, refining ideas and developing their ability to represent them. * Create collaboratively sharing ideas, resources and skills. * Listen attentively, move to and talk about music, expressing their feelings and responses. * Sing in a group or on their own, increasingly matching the pitch and following the melody. * Explore and engage in music making and dance, performing solo or in groups. | |
| **ELG** | Expressive  Arts and Design | Being Imaginative and Expressive | * Sing a range of well-known nursery rhymes and songs. * Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. | |

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| **KS1** | **KS2** |
| Pupils should be taught to:   * use their voices expressively and creatively by singing songs and speaking chants and rhymes * play tuned and untuned instruments musically * listen with concentration and understanding to a range of high-quality live and recorded music * experiment with, create, select and combine sounds using the inter-related dimensions of music. | Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.  Pupils should be taught to:   * play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * improvise and compose music for a range of purposes using the inter-related dimensions of music * listen with attention to detail and recall sounds with increasing aural memory * use and understand staff and other musical notations * appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * develop an understanding of the history of music. |

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| **Knowledge, Skills and Understanding Progressions for Music** | |  |
| **KS1** | | |
| **Performing** | **Listening and Appraising** | |
| • play a range of tuned and untuned instruments.  • sing a wide range of songs (including rhymes and chants)  • keep to a steady pulse  • start and finish with everybody else | • listen to a range of music (written and performed for different purposes and  occasions) with growing concentration  • experience a live performance (musicians from music service / other children performing / theatre performances / concerts)  • say whether or not I like a piece of music  • recognise beginning, middle and end or a repeated refrain (e.g. chorus) | |
| **Creating and Composing**  **Historical Enquiry** | **Inter-related Dimensions of Music**  (Pitch / Duration / Dynamics /Tempo / Timbre / Texture/ Structure  Structure) **Commcation** | |
| • choose how to represent different things e.g. sound  effects for a story or to reflect different moods  • start to compose a simple piece with a beginning, middle and end  • use pictorial representation to record what I have composed | • name standard tuned and untuned percussion (e.g. drum / maraca / triangle / tambourine / wood block)  • identify fast / slow (tempo) loud and quiet (dynamics), high and low (pitch), long and short (duration)  • explore different ways to play instruments | |

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| **Knowledge, Skills and Understanding Progressions for Music** | |  |
| **LKS2** | | |
| **Performing** | **Listening and Appraising** | |
| • play a simple melody on tuned percussion and more complex rhythms on untuned  percussion  • sing with expression, good diction and a growing sense of pitch  • sing songs with more than one part (e.g. rounds / call and response songs)  • perform in groups of a variety of sizes | • listen to music from other cultures, countries and times  • say whether or not I like a piece of music giving a reason why  • listen with attention to detail and recall sounds heard  • reflect on the moods created by different pieces of music (e.g. calming / frightening  etc)  • identify contrasting sections of a song, such as the verse and refrain | |
| **Creating and Composing**  **Historical Enquiry** | **Inter-related Dimensions of Music**  (Pitch / Duration / Dynamics /Tempo / Timbre / Texture/ Structure  Structure) **Commcation** | |
| • compose and perform my own melodies using a given range of notes (e.g. pentatonic scales)  • improvise simple patterns  • record my compositions in a variety of ways (e.g. graphic ways / musical notation)  • start to compose using different structures (e.g. call and response / verse and chorus) | • name a wider range of musical instruments including instruments from around the world and orchestral instruments  • start to use and understand staff and other musical notations  • recognise changes in duration, dynamics, pitch, tempo, timbre and texture  • recognise different structures e.g. call and response / verse and chorus | |

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| **Knowledge, Skills and Understanding Progressions for Music** | |  |
| **UKS2** | | |
| **Performing** | **Listening and Appraising** | |
| • play melodies from different genres on tuned percussion and extended rhythm patterns  • become aware of flats and sharps when playing  • play a musical ostinato (repeated phrase)  • sing confidently with a good control of pitch (sing songs, speak chants and rhymes in unison and 2 / 3 parts)  • perform with good understanding of the mood to be created  • practise, rehearse and perform a variety of solo and ensemble performances with confidence and awareness of the audience.  • reflect on and refine my work | • listen to different styles of music including classical, jazz, blues, pop and rock  • develop my understanding and ability to identify music from different times and cultures  • make informed suggestions of suitable pieces of music for various occasions.  • analyse and compare different music using appropriate musical vocabulary | |
| **Creating and Composing**  **Historical Enquiry** | **Inter-related Dimensions of Music**  (Pitch / Duration / Dynamics /Tempo / Timbre / Texture/ Structure  Structure) **Commcation** | |
| • combine all the musical elements I have learned to compose in different genres and  styles for different moods and occasions  • compose using different structures  • record my compositions using staff and graphic notation and chorus | • name and sort orchestral instruments into their families  • use and understand staff and other musical notations – reading notes accurately  • recognise more complex changes in duration , dynamics, pitch, tempo, timbre, structure and texture and use these in my own work | |